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ABSTRACT

The operations handbook for Project HEELD (Helping Eliminate Early Learning Disabilities) describes procedures used to identify and remediate learning disabilities among 5-year-old children in an Oregon school district. Described are the following project phases: selection of participants and training of staff, special class instruction for identified children, the summer school program, and the first grade followup program. It is explained that a major goal of the program was reducing the percentage of entering first graders scoring poorly (D or E) on the Metropolitan Readiness Test. Following an overview of the Title III project and a description of the school district; 10 sections provide information on the following program aspects: publicity, location of children, and home visits; testing and pupil selection; parents' groups; staff training; instruction; summer school and follow through; personal reflections on the project; lists of instructional resources; characteristics of 5-year-olds used as rationale for the project; and the funding plan to implement project goals. The last section reviews the final evaluation and project revisions including a third party audit, subjective evaluation, and revisions following the first year evaluation. (DB)

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ED089508

OPERATIONS HANDBOOK

Title III ESEA

Helping Eliminate Early Learning Disabilities

SCHOOL DISTRICT 6
451 N. Second
Central Point, Oregon
C. A. Meyer, Supt. - Clerk

EC061453

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Helping Eliminate Early Learning Disabilities

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451 N. Second
Central Point, Oregon
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September
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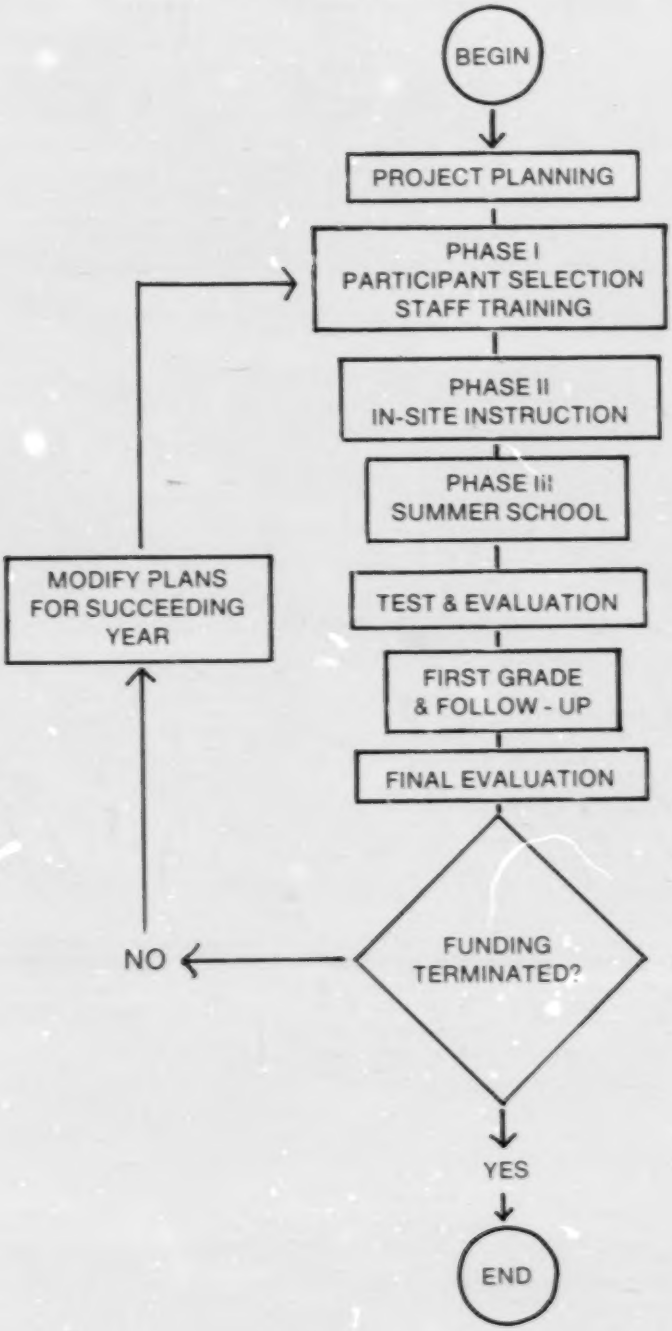
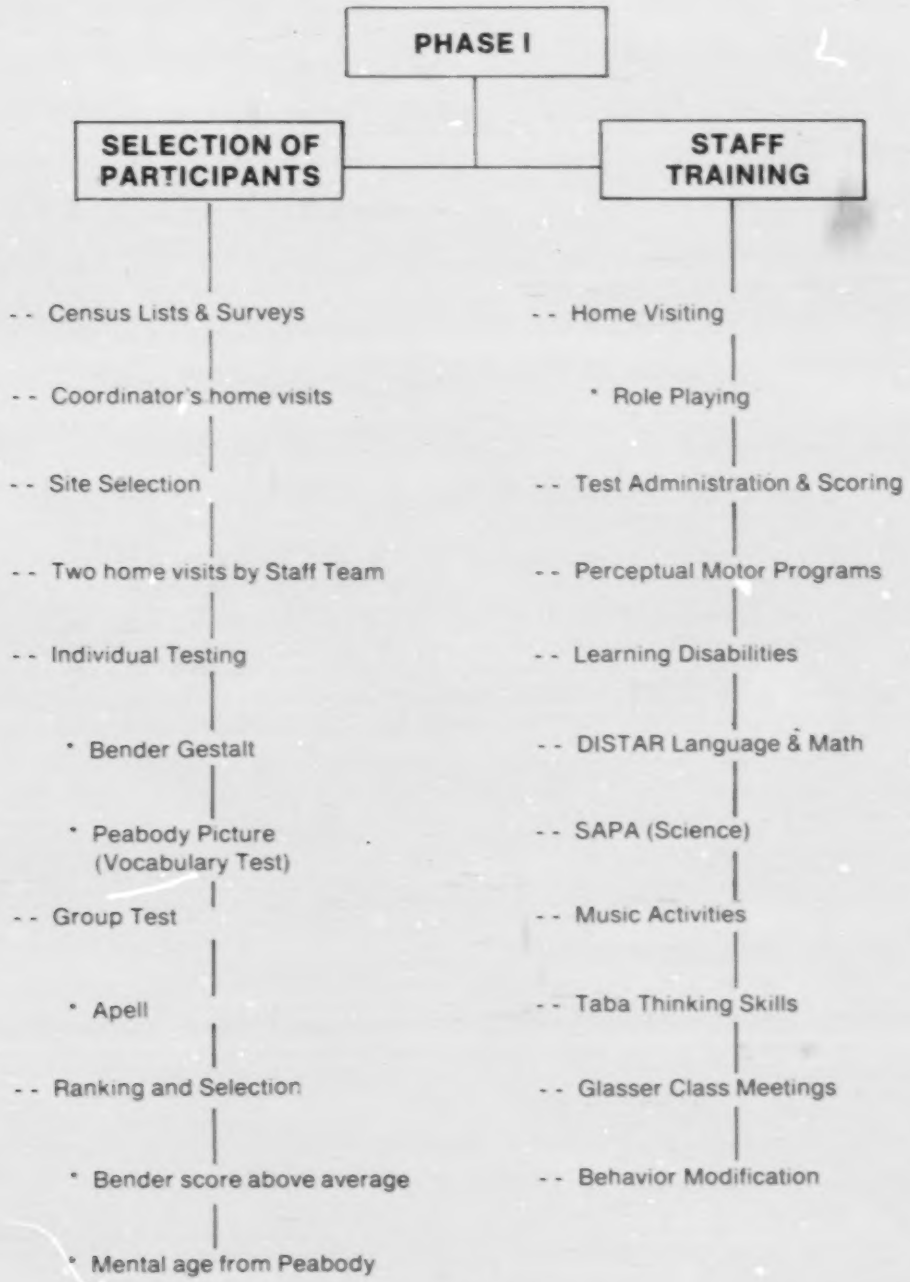
INTRODUCTION

This handbook is prepared as a part of the Central Point School District 6 Title III project, "Helping Eliminate Early Learning Disabilities." The intent of the handbook is to share information regarding the development, growth, and results of the project. It is hoped that the information included is complete enough to be used as a model by others if they intend to develop a similar program.

Charts are used in the beginning of the guide to give an overall picture of the project. The reader is then referred to the sections at the latter part of the book for the expansion of each phase.

TITLE III ESEA
HELPING ELIMINATE EARLY LEARNING DISABILITIES
SCHOOL DISTRICT 6
CENTRAL POINT, OREGON

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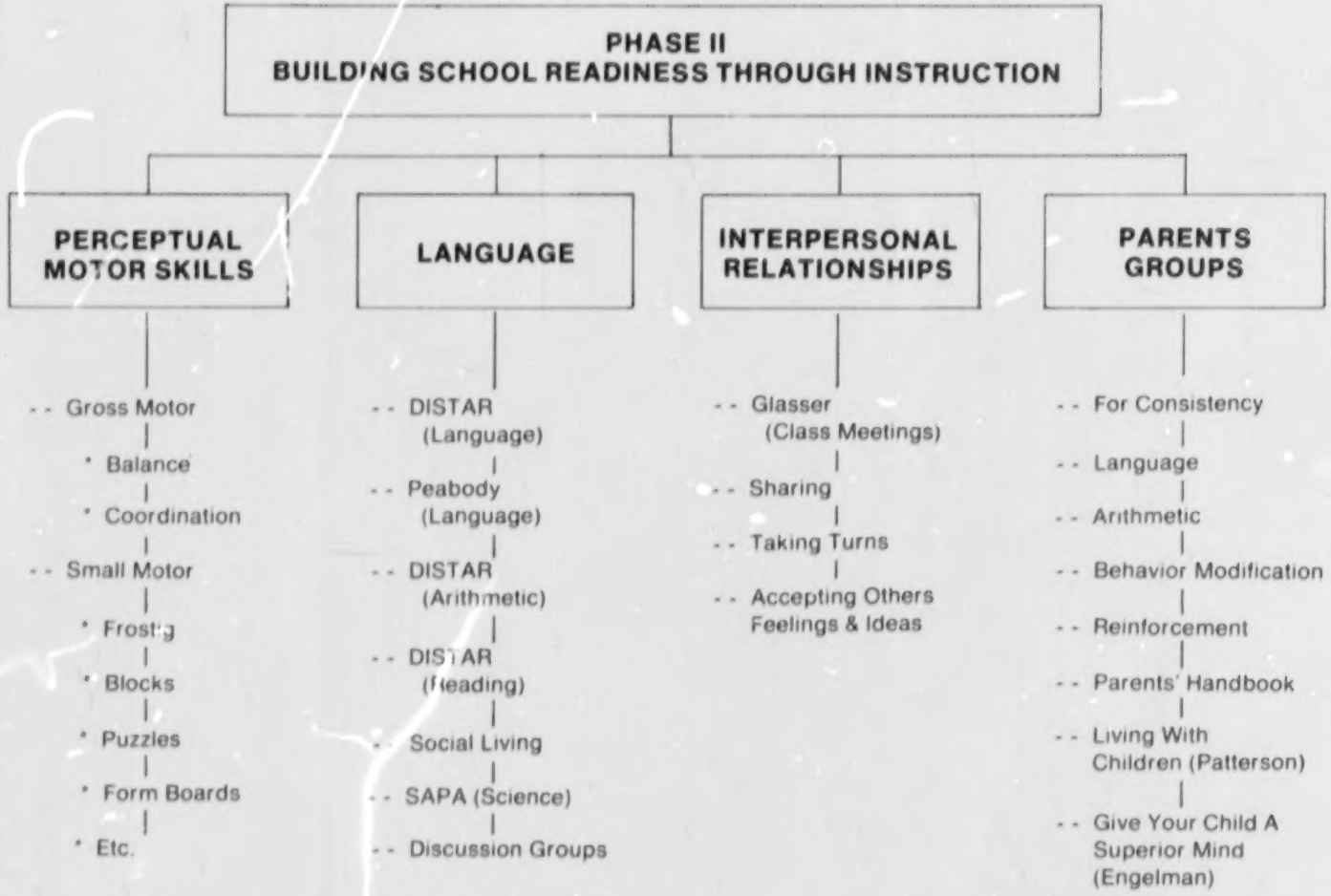
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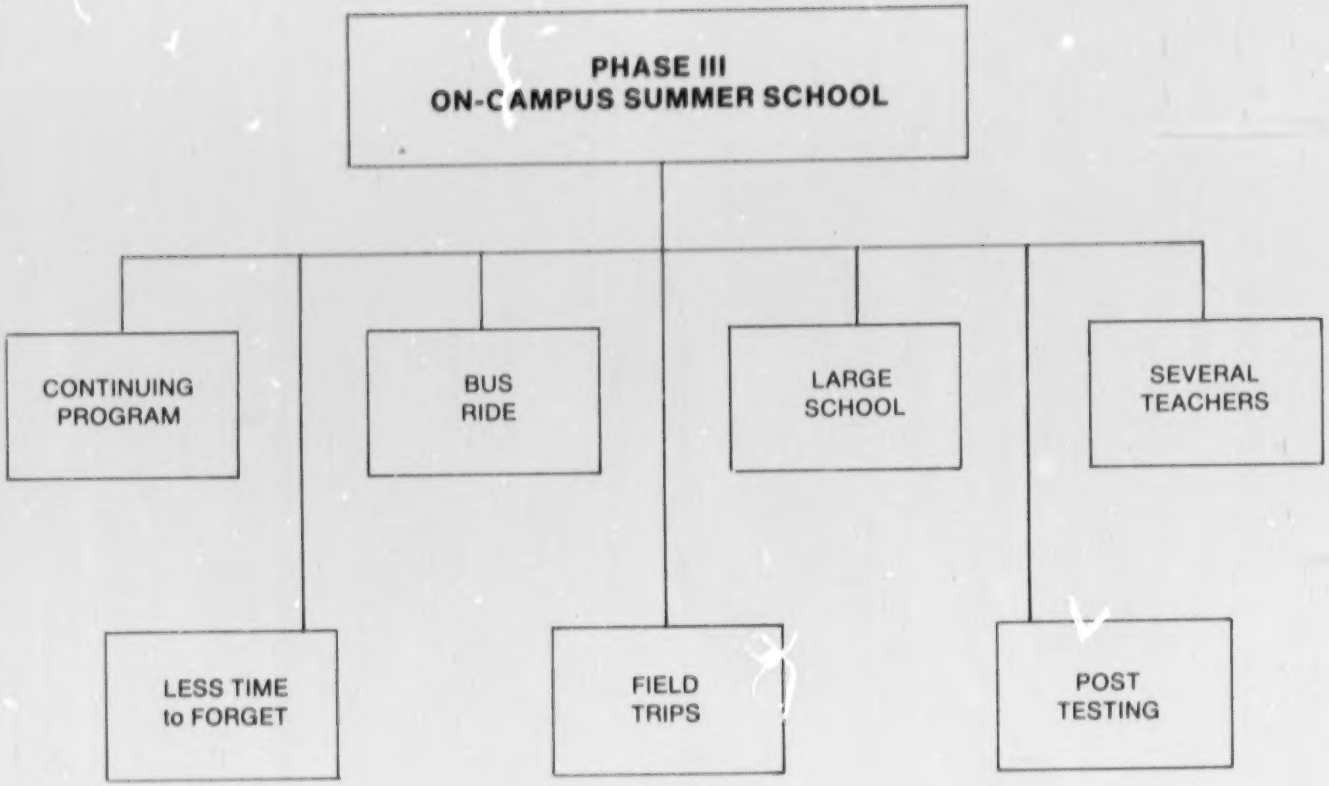
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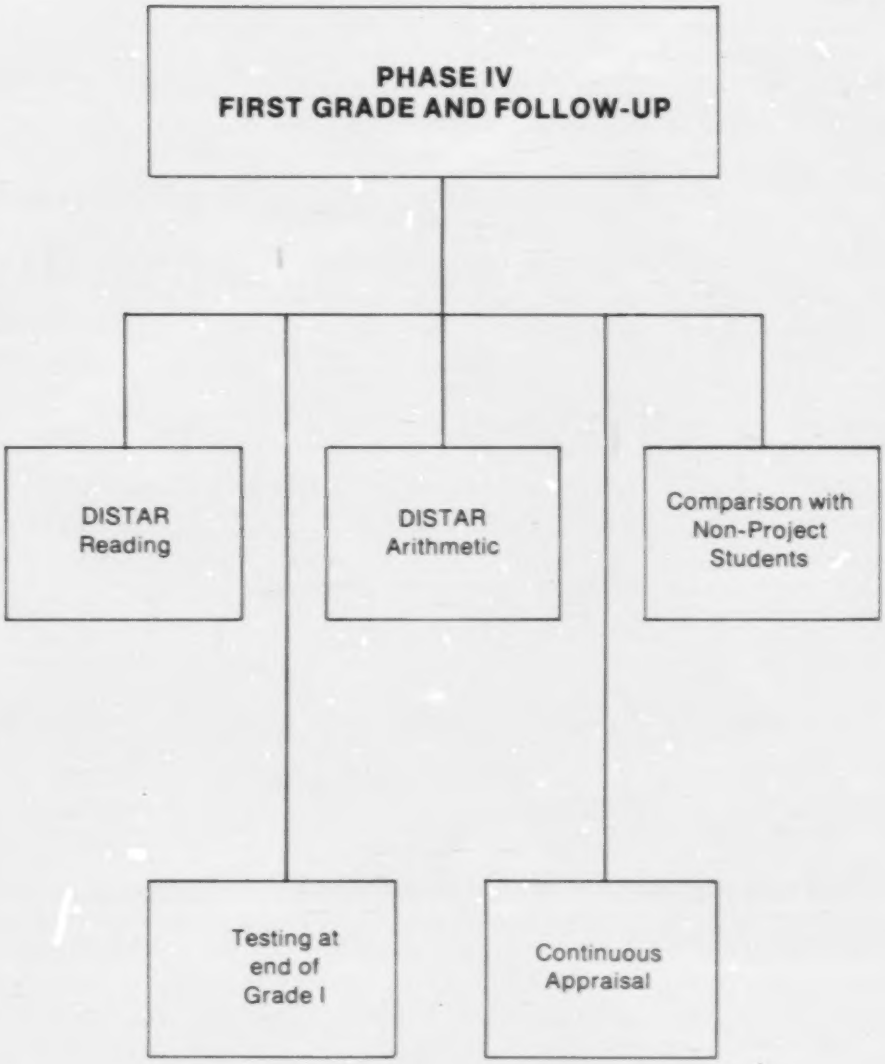
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OVERVIEW OF PROJECT DEVELOPMENT

Children in the district who exhibit lack of success in first grade show evidence of poor visual discrimination skills, visual-motor skills, poor coordination, and a low level of language development. These "learning disabilities" not only are responsible for creating learning difficulties in school, but also often result in unacceptable school behavior.

These same characteristics seem to follow these children through their elementary school years. There is still some evidence of these problems among sixth graders who have low reading achievement scores. These students have problems in making visual discriminations in reading and other areas. Their coordination often remains poor, and they are not outstanding in physical activities or team sports. In spelling they seem unable to learn words either by sight or sound, and their inability to express themselves well orally or in writing continues. Their written efforts are disorganized, poorly spelled, and in fragmented sentences.

It is the premise of this project that it is possible to identify students who lack these skills before they enter first grade. It is further surmised that lack of these skills is a contributory factor to reading failure, and that development or remediation of these skills will increase the chances for the child's success.

In District 6 a variety of readiness measurements indicates that the percentage of children lacking these skills when entering first grade has risen. In the school year 1967-68, approximately 20% of the first graders in one school scored D or E on the Metropolitan. By the year 1971-72, the percentage had risen to 37½% throughout the district.

It was assumed that, unless a program was begun to control children's pre-school experiences, the district would continue to face the problem of growing numbers of children who would not meet success in first grade. The ideas for this project were conceived by those who felt that, by putting into effect an interventive program of physical, visual, and auditory development along with language skills, the children's chances for success would be increased significantly.

Detailed performance objectives were written with the assistance of a contracted evaluator, Dr. Mark Greene, from Northwest Regional Educational Laboratory. Possibly the most important of these objectives was a score of C or above by 80% of the project participants on the Metropolitan Readiness Test administered at the end of the project.

A copy of this evaluative procedure will be made available upon request to the project director.

Since the major areas of instruction were pre-determined by the previously mentioned beliefs, the first task was planning management and staffing of the project. It seemed appropriate for the first year to have a management team, (henceforth referred to as the PMT). This team was composed of (1) a project director (2) a staff administrator and (3) a coordinator.

The director of elementary education served as the project director. His major responsibilities were to serve as a liaison with the District 6 superintendent of schools, the school board, and the State Board of Education, and as the disseminator of information.

One of the elementary principals served as the staff administrator. His responsibilities were to serve as supervisor of personnel in terms of required evaluation; to locate the sites for classes, to handle building adjustments and other administrative problems, and to assist in curriculum planning.

The coordinator's role was filled by a Title I teacher from the district with training and experience in teaching children with learning problems and in the areas of counseling and testing. Her job responsibilities were to plan and conduct teacher inservice, to complete the original home visits to parents, to supervise the testing and selection of participants, to supervise and coordinate instruction after class instruction was begun; to assit with student problems and provide individual testing as needed, to conduct the parent groups, and to coordinate the collection of data for the evaluator from Northwest Regional Educational Laboratory.

The members of the PMT met regularly to plan, implement, review and revise the program.

It was anticipated, based on past experience, that there would be around 260 five year olds in the district. In order to provide classes for 40% of these children, provision was made for 105 children. Class size was arbitrarily set at 15, and a half time teaching staff for seven classes was selected.

It was decided to staff each class with a certified teacher and an instructional aide, and the screening process for staff hiring was begun.

The goal was to select certified teachers with experience in the primary grades if possible. Additional criteria were that an applicant had to evidence signs of being creative, innovative and open to trying new and varied methods of teaching. Seven teachers were hired by August 1. Five of the seven were experienced; the two inexperienced teachers were highly recommended.

Qualifications for aides were the same as for the teachers with the exception of the certification and experience requirements. Aides must live within the district boundaries and have a high school education. Seven aides were hired and teamed with the teachers.

In addition to these staff members, a half-time project secretary was hired. Her responsibilities were receiving and making phone calls, ordering materials, and providing general secretarial services for the PMT.

Basic hiring procedure was screening by the PMT. Teachers and aides were then recommended by the project director to the superintendent who gave final approval.

In brief summary, the program was designed in four phases. The first phase includes contact with all parents of five-year-olds in the district. The purpose of these contacts was to inform all parents of the details and direction of the program. During the second part of this phase, the teachers and aides visited assigned homes to get acquainted with the pre-schooler and his family and to administer the test necessary to complete the screening process. Testing, evaluation of results, and selection of class participants was completed by January 10. Another important part of this phase was the development of a parent handbook to provide useful information regarding the developing pre-schooler. During phase one the teachers also received intensive training in methods and materials to be used with exceptional children. In addition, the staff administrator located and leased the church sites used as classrooms for the project.

The second phase was the in-class program in community centers. These centers were located as closely as possible to where children live. During this phase, beginning one semester before entrance in first grade, each child's needs were carefully studied and the material to be presented in the classes was specifically planned and/or selected to meet these needs. Children were taught a variety of physical skills, including visual perception, that relate directly to school achievement. A planned program of intensed language development and skills also basic to a successful beginning in reading and arithmetic was included. A variety of social living and science activities were included periodically. In instances where reading readiness developed rapidly, actual beginning reading was initiated.

During the third part of the program, project participants joined the district's regular summer school which meets for six weeks in one of the elementary schools. This gave the pre-schoolers the added experience of being an individual of a class in a total school situation. His progress continued, and chances of forgetting are lessened, since the time between the close of summer school and the beginning of first grade is short.

The fourth and final phase was the entrance of the pre-schoolers, now six- -into the first grade in the fall. Follow-up of their prescribed first grade program will be made in a variety of ways by existing special staff members in each building.

Close communication between the home and the class was encouraged. Parent groups met regularly in each attendance area, and were open to all parents of five-years-olds in the district. Through this means all parents were kept continually aware of progress in the program and of ways in which both parents and teachers can be more effective as team members to insure a child's successful school experience.

As each child sees himself a winner rather than a loser, the aims of the project are met.

DESCRIPTION OF THE DISTRICT

This project was implemented and found workable in a district described below.

School District 6 is located in Southern Oregon in the heart of the Rogue River Valley. Within the 250 square miles of the district lie the incorporated towns of Gold Hill, with a population of approximately 600, and Central Point, population 4,000. In the extreme northwest of the district is the rural community of Sam's Valley.

Major industries in the area are lumbering, cattle, grass-growing, fruit orchards, and other types of agriculture. Located in the district also is a subsidiary of the 3M Corporation. Economic status of the district ranges from upper socio-economic to many who are unemployed and on welfare. All District 6 schools qualify as low income for the purpose of partial cancellation of NDEA loans to teachers.

The district's schools include Sam's Valley Primary and Elementary, housing grades 1-6 in the two buildings that serve the Sam's Valley area. In Gold Hill are Patrick Elementary School housing grades 1-5 and Hanby Junior High, grades 6-8. Located in Central Point are Jewett, Central Point, and Richardson Elementary Schools, which house grades 1-6, Scenic Junior High, grades 7-9, and Crater High School, grades 10-12. Enrollment in the district's schools is approximately 3,900 students.

SECTION 1

PRELIMINARY PUBLICITY

LOCATION OF CHILDREN

HOME VISITS

Preliminary Publicity and Location of Children

The first major task of the project management team was to identify as many as possible of the children in the district who were five years old on or before November 15. A preliminary list was made from existing school census lists which were made up every two years. Current school enrollment forms were checked for additional names. Letters providing initial information about the project and a return form giving names and addresses of any five-year-olds were sent home with children from all families in the district.

Knowing that it was still not possible to reach all families in this way, the various media in the area were approached to provide publicity. The local daily newspaper sent a staff reporter to interview the project management team and observe a special first grade class. The result of this was a feature article in a Sunday issue which brought several new names. A copy of this article appears in section eight. In the fall the "Today on Ten" TV show which reviews local activities offered ten minutes to summarize the project, resulting in further additions to the list. This TV station again cooperated in a follow-through on Car 10 news after phase one of the project was under way.

Two early articles on the project were featured in the school district publicity paper, *FOCUS*, which is mailed to all parents and interested patrons in the district. In addition, publicity through each school office was made available to all new families moving into the district. The list of possible participants was enlarged by adding names of several enrolled first graders who showed early evidence of learning difficulties. Letters were mailed to all names and addresses on this preliminary list. By checking mail returns, approximately 213 pre-schoolers were pinpointed as living within the district's boundaries.

THE VISITATION PHASE

Once the eligible children were located, the initial parent contacts were made. Pins on a map were used to indicate location of families to facilitate scheduling of visits. The project secretary then began phoning parents to set up appointments for visits to the families by the project coordinator. Approximately forty-five minutes were allowed for each visit, and an attempt was made to schedule all families in an area on the same day. An effort was also made to schedule the visits at the convenience of the parents. Drop in visits were made where there were no phones, and the interview was conducted then or a more convenient appointment was made.

Major purposes of the visits were to build public relations for the project as well as for the district. It seemed essential to make a definite explanation of the direction and purpose of the program. It was also important to say to the parents that it is desirable to consider children's status or progress in relation to school success before first grade, and that this project makes such concern possible.

During the cooordinator's visit the ideas and purposes behind the project were explained. The many factors of development of the child that are related to school success were discussed, and the importance of skills in coordination, visual perception, and language development was stressed. A preliminary evaluation of the child was begun.

Through observation and discussion an effort was made to identify major problems related to speech, vision, coordination, or language skills. If there were any indications of an immediate problem, a referral to the proper resource was made. The district's speech therapist made his services available at this point, and speech problems were screened by him at the earliest possible date. He followed through with program suggestions and referrals for auditory testing if necessary. It was felt that the reception from parents was positive and that the goodwill gained from the project would add to already existing good rapport.

Many hours were spent in contacting the families. Approximately 213 families received this individual contact; at least 180 in the form of personal visits, the others by phone. Many visits were made at night since in a large number of families one or both parents are working. The earlier the visitations begin after the five-year-olds were identified, the quicker the program could be put into operation.

PARENTS' HANDBOOK

During the period of time used by the coordinator's visits, the teaching staff, in consultation with Dr. Phyllis Butler from Southern Oregon College in Ashland, worked on the development of the parent handbook *Your Child and You*. The purpose of this handbook was to provide parents with a functional book describing readiness and simple methods and materials to teach these readiness skills. An attempt was made to include only ideas and suggestions of critical importance. It was written in an easy-to-read manner yet with no feeling of "talking down" to people, and catchy illustrations were used. This booklet was left with all families as they were visited by the teaching teams. A copy of this booklet is available from the project director.

VISITS BY TEACHING TEAMS

After the initial visit by the coordinator, the children were divided into seven approximately equal groups. A teaching team was assigned to each group, and visits by the teams were begun. These visits were designed to continue the building of rapport with families and to become acquainted with each child. It was felt that the child should have a chance to get to know the teaching team that would be doing the testing.

The teams used a variety of devices to "break the ice" with the child. One team used flannel board stories; nearly everyone read or told stories and children were encouraged to draw pictures and perform whatever pencil-paper activities they desired.

One member of the team presented and reviewed the parent handbook with the father and/or mother, and the project was reviewed as necessary.

During a second visit, the visiting staff did the testing that was used as basic screening. The children drew a human figure, drew the Bender-Visual Motor Gestalt designs, and were given the Peabody Picture Vocabulary Test.

During the administration of the tests by one of the team, the other team member obtained desired history of the child for school records.

After all children had been given these tests in the homes, they were assigned to the school in their area for a group test. At this time the APELL test, a test of early learning levels, was given. The results of this test were used to validate the results of the other tests.[1]

[1] At this point in the development of the project it was felt several errors had been made. First, it became apparent that, even in the haste of getting the project started, the ideas behind it should have been discussed with the several local kindergarten teachers, increasing their understanding of the project. Second, it develop that the testing was scheduled so that in some cases group tests were administered by different staff than those who had given the individual tests. In addition, after students were selected for participation, some were assigned to a teacher with whom they had had no previous contact. It is thought that when starting next year's project it will be possible to assign staff teams to the area in which they eventually will teach. This will guarantee that the teachers will have continued involvement with the families with whom they will be working.

SECTION 2

TEST, TESTING

AND

SELECTION OF PARTICIPANTS

TESTING

The two major thrusts of this project are in the areas of visual-motor perception and language development. At the beginning of elementary school, unless verbal skills are outstanding, visual motor perception seems to be more important for good school achievement. A large part of readiness for school is a function of maturity in perception and in the ability to analyze and integrate that which has been perceived.

Because of this emphasis, three tests were chosen as aids in screening the children, in planning curriculum, and as post tests measuring growth during the program. The Bender Visual Motor Gestalt Test was to assess visual motor perception, the Peabody Picture Vocabulary Test for language development, and the APELL as a readiness test. Teachers were trained to administer the tests and to score all but the Bender. The latter test requires more training than could be given to the teachers at this time.

The Bender Visual Motor Gestalt test consists of a series of nine individual designs on cards. The cards are presented one at a time and the directions are to draw them just the way they look. Research indicates that all correlations developed between use of Bender scores and Lee-Clark Readiness Tests and Metropolitan Readiness Test score, and between these two tests and achelvement scores were significant at the .01 level or better. This suggests that the Bender can be used as effectively as the other two for screening school beginners. It is considered to assess fairly accurately readiness of children from middle and lower class communities, as it is influenced little by cultural factors.

"A certain degree of maturity in visual motor perception is necessary before a child can learn to read. An essential part of the complex reading process is the perception of patterns, spatial relationships, and the organization of configuration."[2] Since the Bender test reflects the maturation level of visual motor perception in young children scores are closely related to reading and arithmetic.

Children with reading problems tend to have difficulty in discriminating between dots and circles and between angles and curves, and show more incidents of rotation. "It appears that good reading ability is related to the correct perception of the direction and the shape of forms and designs."[3] Children with problems in arithmetic have trouble making correct numbers of dots and circles, and perseverate more often; they fail to integrate the parts of the design into a whole. "Number achievement seems to be closely related to the correct perception and reproduction of the number of units in a Bender design, and in the part-whole relationship of these configurations."[4]

Early school achievement seems

> "related to three basic functions in visual-motor perception. Apparently a child must have achieved maturity in these areas before he can function well in school: 1) The ability to perceive a design as a limited whole and to be able to start and stop an action at will, e.g., he has to be able to follow simple instructions down to the last detail and must not expand the drawing of a limited series of dots into a long string of impulsive loops or dashes. He must not get carried away by an activity and must not repeat it over and over again, unable to stop himself from perseverating. He must be able to perceive and comprehend the beginning and the end of a word on a printed page. 2) The ability to perceive and to copy lines and shapes correctly in regard to direction and form, e.g., to be able to write letters correctly with all their angles and curves, and to be able to follow a written word from left to right. 3) The ability to integrate parts into a whole Gestalt, e.g., to be able to form whole words out of single letters and to understand that one and one make two."[5]

2Koppitz, Elizabeth M., Ph. D. *The Bender Gestalt Test For Young Children.* New York: Grune and Stratton, Inc., 1964, p. 61.

3Ibid., 1. 66 4Ibid. 5Ibid., p. 9.

The skills necessary to draw the Bender designs are developmental, and the child does progressively better as he matures. It is assumed that the child who shows more deviations on the Bender than the average child his age has specific problems in visual-motor perception. It is further assumed that perceptual skills can be taught, and that these children require special training in visual perception. Consequently, the Bender was used as a part of the screening procedure.

Since the second emphasis of the project is language development, the Peabody Picture Vocabulary Test was selected as a screening for a language mental age. This is a non-verbal test administered individually in which the child selects from a group of four pictures the one that illustrates the stimulus word supplied by the examiner. Raw scores are translated to mental age, IQ, and percentile rank. This test was selected because it requires a short administration time, is easy to score, and correlates with school success. Vocabulary tests have been found to measure effectively verbal intelligence, scholastic aptitude, and verbal learning ability. One might question the use of a test that requires no verbal responses, but research indicates that there is a good correlation between Peabody scores and school success.

It was decided to use a group test more similar to standard readiness tests to compare with results of the Bender and Peabody tests. Since such tests and the Metropolitan and Lee-Clark tests are not designed for use with pre-kindergarten children, the APELL test, a new instrument from Edcodyne Company was chosen. This test is designed for 4½ to 6 year olds, and provides a sampling of items in a variety of areas. Subtests are visual and auditory discrimination, letter names, number concepts and facts, and language usage. Items are similar to those on other readiness tests and also to items from the Frostig Test of Visual Perception and the Illinois Test of Psycholinguistic Abilities.

At present the APELL test has no normative data giving percentages or levels of readiness. The company has done some studies of the performance of children who do poorly on this test. The relationship between predictions regarding school success based on the APELL and predictions based on the Metropolitan Readiness Test are quite high.

These instruments (Bender, Peabody, and APELL) were used to gather baseline data that could be used to give direction to programs for individual children. They were also used as post-tests to indicate growth.

TEST SCORING AND PARTICIPANT SELECTION

The Bender drawings were scored according to the Koppitz scale[6]. Children were listed in rank order according to their Bender scores, with the child showing the most deviations listed first, and the one with the fewest deviations in last place.

Koppitz scoring standards indicate that average five-six year olds draw the Bender designs with nine to fourteen errors, with boys making the most deviations. An effort was made to include as many as possible of the children who scored higher than the average in the project.

Mental age scores from the Peabody were listed beside the Bender scores. These scores were used with the Bender scores to place children in the project. Therefore the one hundred five children whose Bender scores were highest or who had a mental age lower than their chronological age were invited to participate in the program.

A letter, including a commitment form was mailed to parents of eligible participants. They were asked to return the form as soon as possible. As commitments were returned, children were pinpointed on a map and assigned to class sites. When a rejection was returned the child next down on the list was invited to attend.

For a variety of reasons, parents of nineteen children did not chose to participate. Some of these reasons were religious objections to the church sites, satisfaction with existing kindergarten programs, and a decision to delay their child's entry in grade one for an additional year. A very few parents seemed unable to accept what they felt was a suggestion that their child had a "problem."

[6] Ibid., pp. 15-33

Approximately one hundred five children began in classes on Jan. 24, 1972. As children moved away, others from the eligible participants replaced them. As new five-year-olds moved into the district, they were screened and placed in the appropriate spot on the waiting list.

Once children were in their classes, further testing was done in order to build their program. They were given tests to place them in DISTAR arithmetic and language, and the Frostig Test of Visual Perception was used to assess needs in the areas suggested as essential by Marianne Frostig.

All children in the project were tested again at the end of the project and a comparison of their pre- and post-test scores was made according to the evaluative procedure.

SECTION 3

PARENT GROUPS

PARENT GROUPS

One of the goals of the project was to make as much information as possible available to parents- -not just to those with children in the classes, but to as many parents of five-year-olds as possible. The purpose of such information was to keep parents informed about the curriculum aspects of the classes and the progress being made, so they could provide some reinforcement with their child. An attempt also was made to suggest some approaches to child management so that there might be consistency too in programming children's behavior. This was another desirable way to build on the parent-school team approach to meeting children's needs.

Small, informal groups were organized in each attendance area, and discussions were conducted by the project coordinator. The original meetings were held in schools; later sessions were "Koffee Klatches" held in homes and to which groups were invited. Parents of children in the project received information from notices brought home by their children. Those parents whose children were not in the classes were called by the project secretary to inform them of the meeting dates, places and times. Two meetings per month were held in each area, with additional evening sessions planned for working parents.

By making such meetings and materials available to parents of all five-year-olds, those parents whose children were not in the project were kept aware of progress. It was possible for them to adapt many of the methods and materials to use with their own children.

A variety of materials were used as a resource for these groups. The parent handbook developed by the staff provided a basic guide.

Dr. Gerald Patterson's programmed text for parents, **Living With Children,** was used as well as ideas from Engelmann, Ginott, Glasser, Driekurs, Harris, and others. A list of possible references is included in section eight.

SECTION 4

STAFF TRAINING

STAFF TRAINING

LEARNING DISABILITIES

General discussions were held concerning children with learning problems relating to reading, arithmetic, and general school success. Ideas from Frostig, Kephart, Cruickshank, Delacato, Koppitz, Englemann, Glasser, and others were presented. A list of references is included in section eight.

Basically, discussion revolved around the ideas that children learn similar tasks differently and at different rates. Learning in all areas- -physical, emotional, social, and mental- -seems to follow and orderly plan or hierarchy, and certain skills are prerequisites to those which follow.

It is necessary to this project that the teaching staff be aware of all these approaches. In addition, they should consider each approach as a possible method of meeting a child's learning needs and should be willing to try any or all of them as a particular situation might warrant.

From past experience in this district with projects funded under Titles I and VI, it is felt that students can be taught better coordination, visual organization, and language skills and that these skills are related to readiness for an success in reading instruction. The basic idea to carry through the entire program is to be as certain as possible where the child is when he begins and to take him as far as he can go in the time available. Throughout the entire project, as much parent-team involvement as possible is encouraged to insure successful learning experiences for the child. With these ideas in mind, the following "in-service" activities were presented.

HOME VISITATION

Since few teachers have the time or opportunity to visit their students and their families in the home situations, several days were spent in discussing ways to make this a positive experience for both the teaching team and the family.

The coordinator shared experiences with the group regarding the cross-section of home the teams would be visiting. Ways of being positive, open, and acceptant were discussed, and suggestions were made for avoiding "put-downs." The entire staff then became involved in role playing situations where they had opportunity to respond as a visiting team to a variety of family situations and attitudes.

TEST ADMINISTRATION

It had been decided that an important part of the testing program was to have the individual tests administered in the home. The reason for this was that performing in the test situation was an unfamiliar activity, and that the children would be more at ease in their homes. Consequently, the staff needed training and practice in administering the tests. Several days were spent in examining the Bender Gestalt designs, and the Peabody Picture Vocabulary Test. The staff took both tests and practiced giving the Peabody to each other, and computing scores from the results.

At a later date they also examined the Frostig Test of Visual Perception and the APELL test, and practiced administering and scoring them. As mentioned earlier, these tests were to be used at a later date.

A discussion was also held concerning further individual tests that could be administered to children presenting special problems. Included were the Weschler Intelligence, and the Illinois Test of Psycholinguistic Abilities. These tests, because of their complexity, must be administered by a person trained in individual testing.

ET CETERA

It seemed important that the group be involved in some discussion dealing with the understanding of behavior. Time was spent talking about the approaches of Maslow, B. B. Skinner, Thomas Harris, and others.

With the aforementioned ideas and the program goals in mind, several outside consultants contributed to the in-service program. Summaries of each consultant's presentation are made in outline form, giving a general idea of the kinds of information available from such consultants. The outline material was taken from staff notes, not from the consultants themselves.

I. Outside consultants

A. Dr. Phyllis Butler- -Southern Oregon College, Ashland, Oregon
   1. Knowledge of pre-school education
   2. Ideas and background relating to parent groups.
   3. Provided consultation and assistance on the parents' handbook

B. Jean Spaulding- -Oregon Board of Education
   1. Early Childhood education specialist
   2. Language
      a. Find child's lack and teach to it
      b. Play is the way children learn
      c. Children need to talk to someone
      d. Word games are good for language development
      e. Must have carry over into life situations
   3. Art
      a. Must aim at language and physical development
      b. Painting with a brush relates to writing
      c. Clay provides for muscular development
      d. Music provides rhythm for body movement and development
      e. Understand that art and music are a procedure not a product
   4. Science and social living
      a. Physical and social sciences are closely related
      b. Every activity should contribute to comprehension
      c. Balance program with individual, small and large group activities.
      d. Many exploring activities
      e. The better you teach, the farther apart the children's skills will be

C. Dr. Barbara Bateman and Nancy Warnock- -University of Oregon, Eugene
   1. Behavior modification
      a. Way of describing how we are put together and how we act
      b. Agree to
         (1) Use a language that is related to events
         (2) In matters of human behavior, use good data to arrive at a decision
      c. Define the problem
         (1) Exits when there is a discrepancy between the behavior of a child and the behavioral requirement of his environment
         (2) Behavior must be pinpointed, observable, and countable
         (3) Catch the child being good
         (4) Identify reinforcers (positive)
            (a) Always pair verval reinforcement with physical
            (b) Watch what the kids do with use of free time for reinforcers
         (5) Re
            (a) Phys (candy)
            (b) Social (verbal)
            (c) Internal (adult)
            (d) Revert to physical (money)

(6) Teacher must operate on child's level
(7) Reinforce immediately to get behavior going
(8) Use graphing to note behavior changes
(9) Reinforce intermittently to keep behavior
(10) Reinforce for improvement, or going in the right direction
(11) Praise should be specific, not general- -for the behavior!

d. Describing the environment of the behavior
(1) Antecedent- -anything preceding the behavior and facilitating its occurrence
(a) Teaching example
(b) Cues
(c) Color coded words
(2) Consequence- -subsequent event- -what happens as the effect of the behavior on the environment
(a) Teacher praise
(b) Verbal reprimand
(c) Spanking
(3) Priority- -work on the most urgent need first
(4) Target behavior- -behavior we have selected to change
(a) Increase
(b) Decrese
(5) Data- -always count and measure

2. Precision teaching- -a method of evaluation
a. Note behavior
b. Record
c. Change antecedent event or consequences and note change
d. Count and record day by day to help make decisions in directing the behavior modification
e. Try, try again

3. Reading
a. A good reading program should stress decoding
b. Necessities for learning to read
(1) Recognize signals of letters
(2) Direction- -left to right
(3) Knowledge of 22 sounds
(4) Ability to blend
(5) Comprehension

D. Miss Barbara Schmidt- -McGraw-Hill Early Childhood Education Consultant[1]
1. Her goal is to leave at least five new ideas to use in the classroom on the following day
2. Better learning takes place when children are actively involved
3. Reading readiness concerns
a. Student
(1) Motor skills
(a) Control
(b) Coordination
(2) Visual and auditory acuity
(3) Visual and auditory perception
(4) Visual and auditory discrimination
(5) Language development
(6) Cognitive development
b. Teacher
(1) Active involvement

[1] Miss Schmidt is now on the staff at Sacramento State College

(2) Motivation
(3) Reinforcement
(4) Diagnosis and feedback
(5) Individualization
(6) Multiple response

4. Visual skills
   a. Sight is visual acuity
   b. Vision is a learned skill
   c. Shape and form recognition
      (1) To be able to tell letters (based on basic shapes)
      (2) Use of tracing templates
   d. Developing visual imagery
      (1) Close eyes and trace path of something
      (2) Finish the story- -what if you had done- -? what is it about?
      (3) Cut out and talk about pictures from magazines
      (4) Read every day
      (5) Flash a card, close eyes, fix shape, and make it in the air
         (a) Name it
         (b) Make it in the air
         (c) Pick it out from objects
         (d) Trace over it
         (e) Make a new one like it
      (6) Draw a face to express feelings
   e. Ninety per cent of the kids who have reading problems also have vision problems
5. Levels of learning
   a. Associative- -trial and error- -copying
   b. Conceptualization- -grasping and applying main idea
   c. Creative- -self-direction- -unique, original, initiative
6. Two McGraw Hill programs dealing with visual-sensory-motor-perception-tactile skills
   a. Developing Learning Readiness
   b. KELP- -evaluation of learning potential

E. Dr. Claude White- -Southern Oregon College, Ashland (Science)
1. Thirteen processes in *Science: a Process Approach.*
2. Objectives are written behaviorally for each lesson
3. Review provided to know where you have been and where you are going
4. Stick to working in script
5. If they don't get the objective, don't repeat; it will be covered again
6. Build a concept and give it a name
7. Generalizing experience
8. Competency measures
9. Teachers participated in a SAPA workshop for three hours college credit

F. Mrs. Janet Ivie- -District 6 music teacher
1. Kindergarten children have low voices
2. Unimportant if tune is just right; singing and participation are important
3. Music as a method of building body rhythm
4. Many ideas from major contributors to the field

G. Miss Susie Sterns, Becker Englemann Corporation, Eugene (DISTAR)
1. For most profitable use of DISTAR, it is a necessity to be trained by an experienced trainer.
2. General overview
   a. Materials
      (1) Teacher materials

(2) Student take homes
(3) Color coded for teaching instructions
(4) Thirty minute lesson periods
b. Take homes are not done by the student himself- -with the teacher and then home
c. Small groups of five to ten are best
d. The same format is used over and over- -example is the task
e. Must have a hand signal for student's answer- -do your own thing
f. The faster you go the better chance you have of keeping the student with you
g. Never talk and give the signal at the same time
3. Corrections- -correct when it happens
a. Types of corrections
(1) Understands signals
(a) But gives wrong information
(b) Give him the information
(c) Test
(2) Lacks motor ability
(a) Usually a speech problem
(b) Lead him- -repeat several times
(c) Test- -repeat alone
(3) Doesn't understand what he is supposed to do
(a) Repeat the signal
(b) Model- -show him what it means
(c) Test
4. DISTAR is direct instruction in a skill area
5. Participation is maximum
6. Immediate feedback is positive
7. Success is obvious

II. Ideas presented by coordinator regarding William Glasser's approach

A. Reality therapy
1. To help a person, you must get involved with him
2. Most problems are caused because people have not or will not get involved with other people
3. "Three R's" of reality therapy
a. Reality
b. Responsibility
c. Right from wrong
4. Life is based on the here and now, not what happened in the past or what will happen in the future
5. Teacher doesn't evaluate child's behavior; the child must learn to evaluate his own behavior
6. Problems are caused by not too high a standard, but by too low a performance
7. Educated persons can evaluate the consequences of their own behavior

B. Schools without Failure
1. Children must be involved in accepting the responsibility for their own behavior
a. Not, "why did you do that?" but, "what did you do?"
b. Do you think that helped
c. Was that good
d. What can you do now
e. Continue involvement by checking back with student
2. Class meetings
a. Teacher is leader, but non-judgemental
b. Definition of question- -What is a friend?

c. Personalization of question- -Do you have a friend; do you need friends?
d. Application- -If someone new came to class, how could you become friends?
e. Place meeting at time so it is easy to stop
f. Sit in a tight circle
g. Few rules- -one talk at a time
h. Open-ended; problem solving; planning and evaluative

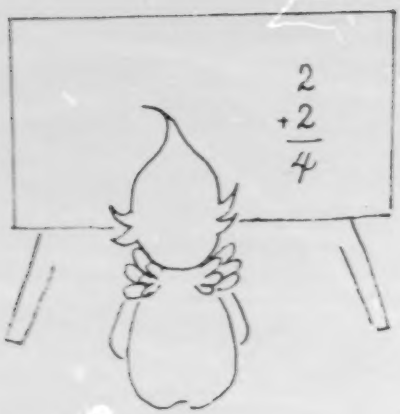
III. Summary of Taba Higher Level Thinking from discussion

A. Develop approach to relate to people
1. List- -all you know about
2. Catagorize or group ideas- -code with symbols
3. Name or label groups
4. Activity- -learning situation- -research
5. Generalization
6. Application or extensions of (5) - -if this is true, then- -

B. Useful technique in science, social living, and class discussions

SECTION 5

INSTRUCTIONAL PHASE



INSTRUCTIONAL PHASE

There were two major directions for instructional material used in the program. Concerns were for the visual-motor perceptual development and language skills. Materials were selected that would provide training in these areas.

Perceptual skills

One of the primary learning skills is to develop a perceptual motor readiness for learning language. Before a child learns primary or spoken language skills, he learns skills in the perceptual motor area; if there is a gap or lag in his perceptual development, his primary language skills may not develop in a satisfactory manner.

> "When a child goes to school, accurate visual perceptual abilities enable him to learn to read, write, spell, do arithmetic, and undertake any other work involving the accurate recognition and reproduction of visual symbols. These are all visual tasks, at least in part, and a child's success in mastering them depends upon his visual perceptual proficiency. Foremost among such tasks is learning to read."*

A child with a lag in his visual perceptual development is handicapped. He has difficulty recognizing objects and their relationships to each other. He sees the world in a disorganized manner and it seems to him unpredictable and unstable. The distorted and confused way he sees visual symbols will make academic learning difficult, no matter how intelligent he is.

Causes for this visual lag are difficult to pinpoint. Regardless of the cause, it is important that his difficulties be diagnosed as early as possible and that an interventive program be put into effect to avoid all the complications that will result from failure to learn.

The reader is referred to the teacher's guide to *The Frostig Program for the Development of Visual Perception* by Marianne Frostig and David Horne for a detailed explanation of this program of perceptual development. Both gross and fine motor training from this program have been used in this project, including the work sheets. Curriculum ideas for the physical-visual-motor perception training are also taken from Valett's *Remediation of Learning Disabilities:* The *KELP* and *Developing Learning Potential* materials from McGraw-Hill; *Body Management Activities* from MWZ Associates in Iowa; and from other sources listed in section eight.

Physical education involved a variety of activities and equipment, including jump ropes, balls, balance beams and trampolines.

*Frostig, Marianne and David Horne. The Frostig Program for the Development of Visual Perception. Chicago Follett Educational Corporation, 1964. p. 8.

Language

Development of an adequate primary or spoken language skill is most relevant to the learning of secondary or written language. The child who strikes out on learning to read in the first grade probably failed to respond because he had not learned basic language skills. These children then, when asked to perform, often cannot, because they cannot understand the directions.

These children can be taught the basic language skills they need by confining instructions to words that they understand, and building from there. Children then need to become aware of the difference between familiar and unfamiliar words and develop an expanded vocabulary. They can also be taught that every word is important and that if one doesn't understand every word one may not know what to do.

Finally, they should be taught how to follow instructions by introducing a variety of instructions for the presentation.

The more carefully skills are taught, the greater the possibility that the child will learn them. In schools where children are taught verbal and reasoning skills there are fewer school failures. For these reasons, DISTAR language and DISTAR arithmetic were selected as the basic curriculum for instruction in the areas of verbal and reasoning skills. This material seemed to be the most direct and offered the most rapid movement and the most active involvement for the learner.

The reader is referred to DISTAR material published by Science Research Associates for further information.

Science and Social Living

The primary reason for learning anything is that it enables you to do something you could not do before. The real payoff in education is always in terms of what you can do with your learning. In the areas of science and social living, it seemed desirable to plan curriculum that would give the learners an opportunity to use the language and reasoning skills they were learning in a more "real life" situation.

After discussing various approaches and materials, it was decided to purchase the materials from Kit A, *Science: a Process Approach*. These science units are concept oriented, and give performance expectations for the end of each unit. Opportunity was given for students to become involved in exploration and to verbalize their ideas. These materials were used approximately once a week in each class.

The instructional staff then wrote the units to be used in social living--the family, the community, transportation, and safety. These units were taught using the Taba Higher Level Thinking approach, again giving the students an opportunity to use their developing language and reasoning skills. Copies of these social living units are available on request.

The use of Glasser class meetings gave the students further opportunity to grow in understandings of themselves, others, and social situations.

Music and Art

Activities in these areas were planned to reinforce physical skills. Many art activities involved use of color, cutting, pasting, form perception, etc. Music activities dealt with rhythm and timing, and expression using body movement.

Reading

In order to plan carefully for the transition into first grade, particularly in the area of reading, a meeting was held including the Title III teaching staff and all district first grade teachers and elementary school principals and the project management team. At this time the possible choices of curriculum were discussed, and the implications of each choice for first graders and first grade teachers. A vote was then taken and DISTAR was the choice. Groups of children began in the DISTAR reading program after April 1, and continued throughout the summer program. Their first grade teachers will follow through with DISTAR in the fall in first grade.

Adding children to the project

During January to June of the project, six of the original group left the classes. Four of these

moved to other districts, and two dropped out for other reasons. As these "drop outs" left vacancies in classes, consideration was given to filling these spots. Children were selected in order of need from the waiting list and invited to participate. In some cases, this meant parents were given the opportunity to place their child in a class, even if it meant driving out of their immediate attendance areas. The parents were the ones to choose, then, whether or not their child would participate.

When new families moved into the district and enrolled older children in school, they were informed of the Title III project if they had a five-year-old. These parents either contacted the project office or were contacted- the child was tested, and placed in the appropriate spot on the waiting list.

As children were added to the classes, they were further tested with the APELL and Frostig tests, and appropriate learning situations were provided for them.

Individualization

From the beginning, children were grouped for instruction at a level where they met success. This grouping held for DISTAR language, arithmetic, and reading as well as for the Frostig program and other instruction in perceptual motor skills. When the new children were added to the classes they were placed in the group that best fit their level of learning or readiness for the next skill. Individuals were taken from groups at various times either to allow for their more rapid advancement or to provide reinforcement for a skill they missed or where there was a lag in their learning.

Supplementary Materials

It was possible to purchase several items of supplemental materials and equipment to enrich the program. These materials were rotated on a schedule among the classes. Included in these materials are two small-size trampolines, a KELP kit from McGraw-Hill, and the SAPA science materials.

Teachers were able to draw from the elementary school in their area such items as film projectors and screens; record players and records; library books, musical instruments and equipment; and supplies for art. Schools were reimbursed from the funding for a part of the consumable materials provided.

A Camp Fire Girls group made many jig-saw puzzles of a variety of shapes, sizes, and skill levels for the group. These were made from posters or original drawings, glued on thin plywood paneling, finished and cut.

Record Keeping

A variety of devices for record keeping were developed, and hopefully will be improved. One form was made for use at parent conference time; this form consisted of a check list of the various skills taught in math, language, P. E., etc. This form will undoubtedly be modified. Continuous performance records were kept on each child based on his progress through the DISTAR materials. In the Frostig program, the individual progress sheets were used, and each teacher kept a simple check-sheet record of progress in the physical-coordination area. Sample copies of some of these items are included in section eight.

One of the early tasks in the project was to set up with the outside evaluator (Northwest Regional Educational Laboratory in Portland) an evaluation plan. The plan was based on performance objectives in three areas- -management, staff training, and instruction. Each of these areas was divided into process and product objectives and a time line was developed for each objective. The evaluator from the lab made an on-site visitation four times during the year. The project management team reviewed progress towards the objectives; the evaluator wrote an accomplishment report which was returned to the project office and to the State Board of Education. A copy of the evaluative procedure is available on request.

Continual Planning

Staff meetings were held on Mondays of each week; children were released half an hour early to allow time for these meetings. Continuous planning and follow-through were possible because of these staff meetings.

SECTION 6

SUMMER SCHOOL AND FOLLOW-THROUGH

SUMMER SCHOOL

Children in the project remained in their classes throughout the regular six-week summer school operated by the district. During this block of time, classes moved from their sites in the community to selected schools that were used for the summer session. Students were bussed to these classes, and had the experience of being a part of a large school setting before they entered the first grade.

This latter experience was felt to be one valid reason for including these students in the summer session. Further, it was felt that the additional six weeks would allow further progress in the program; the shortened time between the end of the program and the beginning of first grade would lessen chances of the children forgetting what they had learned.

The classes continued their program in arithmetic, language, reading, and physical development throughout the summer. Their experiences were widened by the inclusion of field trips, since busses were available. They also learned to function in a total school situation where they followed a schedule for the use of shared facilities. Again, parents were allowed the option of not sending their child to summer school. As expected, about 20% of the children did not participate in the summer program.

FINAL EVALUATION AND PRESCRIPTIONS

Children were evaluated at the end of the program by post test using the same instruments used in the original selection program. In addition, each child took the Metropolitan Readiness Test. Performance objectives relative to growth in each test were included in the evaluative procedure. This post testing was done in June for these students not continuing through the summer program, and during the last week of summer school for those in that session.

A procedure was developed to pass on to the first grade teachers each child's progress, achievement, and a "prescription". This will make it possible for the children to begin their program in the fall in first grade at approximately the same spot they finished in June or July. First grade teachers from the district were involved in planning with the Title III staff, and a representative committee met to work out a format for providing this report. A sample of this progress and prescription card is included in section 8.

At an earlier meeting, the pre-school and first grade teachers agreed to use the DISTAR reading material. In the fall of first grade, then, it will be possible for children to continue in this reading program. A possible plan to provide some additional personnel to assist first grade teachers in beginning program for the Title III students is under consideration. In addition, DISTAR materials will be available for each first grade teacher to use to provide continuity in program.

More communication, sharing, and in-service for combined groups of first grade and Title III teachers will be provided, so that the "head start" these children bring to the first grade will be insured as they continue to progress. This will be very important, since achievement evaluation at the end of grades one and two is a part of the evaluation procedure for the project.

SECTION 7

PERSONAL REFLECTIONS ON THE PROJECT

A DAY IN THE LIFE OF A TITLE III TEACHER AND HER STUDENT

545 a.m. *(Today is Monday and time to get up. I've got so much to do. I have to set up the room after taking it down on Friday.)*

7:30 a.m. *(Arrived at school. Getting room and lessons ready for today. Sherri should be getting here soon. She's usually the first one here. She is still quiet but is beginning to be more outgoing.)*

(There's the school and my tummy feels funny again. I wish I didn't have to go in by myself. Oh boy, here comes Frankie; he'll go in with me.)

(There's Mrs. Ba-che-ski- I don't think I'll ever be able to say her name the right way.)

"Good morning children! You may get something from the free time table."

"Good morning Mrs. Bocheski (Still can't say it) "I'm going to try and put that hard block design together today. I hope there's enough time- - -I almost did it yesterday."

8:30 - 8:35 *"Let's line up and go down to the restroom. Remember the rules!" (The children are going to the restroom by themselves now. They certainly are learning self control.) "Sherri you may be monitor for the girls and Frankie you may be the monitor for the boys."*

(I guess she must think I'm pretty neat, this is the second time she's let me be monitor. Sure is scary.)

(I am really pleased with how the children are taking over responsibility) "I like the way you walked to the restroom."

8:35 - 9:00 **(Frostig. Today we are going to work with Spatial relations. For an introduction we will use peg boards. Each child will have his own peg board and pegs. Marla will work on Sequence Cards while I work on Frostig. We do one exercise together and one individually. Then we will do an S.R. exercise.)**

(This is hard! It's a good thing I went to bed early last night. I hope I do this right cause I want to work with Mrs. Lance and those sequence cards. I thought that was the right way, but now it doesn't look the same. Oh- - - -here I go again.)

"Very Good Sherri! I can see you are working hard"

9:00 - 9:20 *(Distar Language and Math. Marla has really got those kids going great on Language. I hope Sherri can count to 80 today. She's been working so hard) "O.K. Come on Sherri get it going- - - - - - "*

- - - - - - -"77, 78, 79, 80, 81 ,82, 83, 84, 85, - - -I did it?" (Mrs. Bocheski is smiling at me. I guess she likes me.)

"OH GREAT SHERRI! ! ! ! That's right.

9:20 - 9:40 *"Today we will have two groups. One will be working on the balance beam. You will have bean bags to pick up as you walk forward across the balance beam. The group on the trampoline will practice the knee drop and seat drop. Remember to use good form! Then we will switch groups."*

(The trampoline is lots of fun, but its hard to spot and not look down. Today I get to try the knee drop. I hope it doesn't hurt. I can't do the balance beam very well, but I'm not scared to try anymore. I don't like to do it with my eyes shut. If I fall the alligators will get my toes.)

9:40 - 10:00 *(Send this group to Language and take Language group to Math.)*

10:00 - 10:10 *(Snack Time!) "Let's remember to go to the restroom and wash our hands when we are done. Sherri is the monitor for the girls. Bobby is the monitor for the boys. I have a surprise for you! I hope everyone uses good manners so all can have snacks."*

(I wonder what the surprise is today. Let's hurry so we can find out) (surprise was apples and juice.)

10:00 - 10:15 *Rest and listen to music (quite music) Children get a chance to think quietly.*

(Oh, it feels good to lay down. I got tired on the trampoline. The music makes me feel happy.)

10:15 - 10:35 *(We will have the Distar Reading.) "Let's have the people who are in reading get your pencils and sit down. The rest will go with Marla to work on color words."*

(Oh boy, I'm just like a first grader. I'm learning to read! I already know the "s" and e sounds. And it's really fun to "say it fast.")

10:35 - 11:00 *(Taba - List types of homes, group and label.) "Later Pastor Rea will show us the homes found in Egypt!" (boy the kids are really getting good at listing!)*

(I know lots of different kinds of homes and the teacher always writes them all down. I like that. All of us get to talk.)

11:00 - 11:20 *(Science - - On temperature. Two tables set up with two containers and two therm. on each table. The children are to discover which is the warmest (warmer than, colder than) Containers numbered #1 and #2.*

Let's see now, which container is the warmest is what the teacher wants to know. Wish I could touch them, but we're not supposed to. The thermometer in container #1 is starting to go up. Lets see now, does that mean container #1 is the warmest? Yep, that's it ("Now I know, container #1 is warmer than #2.

11:20 - 11:30 A Mental Health Program "This story is a follow up on our class meeting on why do we cry. (We had a small class discussion after story and dismissed. Sing our good night song)

11:35 - back into the room to COLLAPSE!!!! (clean up room, etc.)

(I'm sure ready for lunch. You know, I always wondered why we cry and now I know it's when we're sad or hurt. I don't care, it makes me feel better sometimes. I had a happy day today and I feel good.)

A DAY IN THE LIFE OF A TITLE III AIDE

There is never a dull moment in the life of a Title III aide. Her job is so varied that it always presents a real challenge.

She arrives at her class at 8:00. She is wondering how she can help her teacher accomplish her goals for the morning. Class begins at 8:30, but the half hour before consists of preparation. It may mean getting supplies for the teacher or maybe the two of them needing to talk about a certain child and his or her needs. As the children begin to arrive there might be one or more that need some individual time spent with a speech problem or something else that needs some individual help. The teacher is always helping to guide the aide in areas where she can assist the teacher with individual students.

At 8:30 class begins with share and tell. During this time the aide will get the Frostig papers that the teacher will be using and makes any other preparations needed to begin class time. Following "Share and Tell" the teacher divides the group, taking part of them for a Frostig lesson and the aide takes the rest of the children. Each day varies during this time. The teacher and aide plan what the children will be doing while the other group has Frostig. One day the aide will have music. It may be singing, rhythm band, records, etc.; another day it may be art. Some days children work with clay, puzzles, chalk boards or sequence blocks. There are a variety of things an aide can do with the children at this time.

After both groups have Frostig, they go into DISTAR math or language. The teacher may have the high math group while the aide has a low language group or visa versa. Each has a small group to work with. Each follows the DISTAR groups with P. E. Here, again, if the teacher needs the aide, she can help assist in P. E. in small groups. One group might be working on the balance beam while the other group is on the trampoline. If the teacher doesn't need the aide she can do some of her clerical work at this time.

Snack time usually follows P. E.; the aide prepares the snacks with assistance from some of the children. They enjoy helping pass out things.

Following snacks the two groups break again for DISTAR math and language and this time the teacher has the low math group while the aide has the high language group or visa versa.

Following this is the DISTAR reading which is taught by the teacher. The aide works with the children that are not ready for reading. She does individual things with them according to their needs- -tying their shoes, colors, counting, puzzles, language problems, sequence blocks or cards, and anything the teacher feels they might need.

After reading the teacher is in charge of the whole class and does Science, Social Living, Peabody, Taba, or whatever she has planned. The aide is free to do her clerical work. The children are dismissed at 11:30 and the aide's day ends at 12:00 noon.

Her clerical work consists of filing, making dittos and running them off; typing on occasion or preparing for an art project. Other duties might be running an errand for the teacher or straightening up things. She may spend this time preparing for her language or math class for the next day. She works closely with her teacher trying to help her any way she can.

Each aide may have a different schedule from the one above, according to what works best for the teacher and the children; but all have the same goal. This goal is to help those children benefit from the time spent in the Title III program. The improvement one sees makes it all worthwhile.

AN OUTSIDER LOOKS INSIDE AT TITLE III

Today I dropped in to observe a Title III class. I'd seen many kindergartens and knew what to expect or so I thought.

When I arrived they were in a circle and the teacher was reading a poem with which she used a rooster sack puppet. Whenever the rooster spoke the entire class joined in "Err, er, er, er errr." What happy faces! A small group then got up and galloped into the side room. They were awkward but all did gallop except the smallest boy who tried hard but tripped over his cowboy boots. The larger group reformed their circle around the blackboard for what turned out to be Arithmetic. Two boys refused to sit next to a third boy because "he always bothers

me." Evidently this was not a new problem and the solution was for the third boy's chair to be a space apart at the end of the circle "because we do need his help." This was accepted by all and no one mentioned it again. Everyone worked hard although three of the boys were noticable wiggly and one of them chewed his nails constantly. I was taken aback at all mathematical concepts these children were learning. I expected counting but these 5's were way ahead of me. They were doing not 1 + 1 = 2 but 11 + 7 = 18 and I was convinced they understood it. All the children seemed eager to please and the teacher praised them frequently for "counting big" and told them they were "getting smarter every day." I stepped into the side room to see what the smaller group was doing and found them finishing a language lesson and going over the papers they would take home. The aide put stars on the papers of everyone who had worked hard - - everyone in the group.

The class divided into two groups again (not the same groups as before) and worked on perceptual materials. One of the groups copied colored block designs. While everyone else worked busily, the littlest fellow held his head and said "I can't do it." With a great deal of encouragement he did copy each pattern and beamed delightedly when the girl next to him said, "That's good."

The entire class, except the smallest who tried hard, skipped around the room. There was every degree of skill displayed in the group and all were happy with their accomplishment. They separated into a third pair of groups and I joined the Reading group. Here again I was amazed by what these children could do. They are learning their letters as sounds (I never heard a letter name) and learning to write them in lower case at the same time. The entire lesson seemed like a game to the children who obviously enjoyed themselves as they worked.

Everyone enjoyed snacktime. Each child spread frosting on his own crackers and did a good job. Very little clean-up was necessary!

Now it was time for the smaller group to have Arithmetic. The working pace for this group was slower and the teacher used a wide voice range that kept the attention of all. What patience one needs! The littlest boy kept trying to shake the teacher's hand, one girl got up and kissed the teacher, and another boy looked everywhere but at the board while he counted the lines on the board! Yet when each child was given a specific task and his attention held to it, the child could usually do it. I found myself straining, hoping for a right answer each time. This group, too, was plussing lines and knew equal signs! This is not kindergarten!

Everyone went outside for team relays and they worked well together except one happy little boy who seemed to have a control problem. When his turn to run came he took off- - - -not following the pattern and throwing the beanbag wildly. He was called back to do it properly. This was the same boy who held up his team because he was watching everyone else instead of his own team's ball. Back inside, the group practiced emergency telephone calls. I liked this idea- -each was given an emergency situation and called the operator for help. I admired the way they waited their own turn to make a call. They were really involved.

Time to go and each child had to think of a word beginning with the "er" sound before they could get their coat and papers. They all went cheerfully- -going up the stairs "as quietly as a balloon"- -each having chosen his own color. I felt each child left knowing he was "getting smart" just as I knew they were "getting smart."

REFLECTIONS OF A TITLE III PARENT

Happiness is: A Title III Program for child and Parent.

The wonderful feeling of seeing your child progress so rapidly.

The deep concern for each child's problem and knowing that the Teacher can and will help- -is the attitude amongst the Parents.

A well thought through- -superbly executed- -Teaching and Learning Situation.

It is sheer delight when a 5-year-old boy asks "Can I go now?" at 7:45 a.m. for class that starts at 8:30 a.m.

The teachers show complete confidence when a visitor arrives unannounced.

The visitor is made welcome and the children are so involved there is little interruption in the continuity of the lesson.

To sum it all up they are seven dedicated instructors with the availability of an excellent program that works.

SECTION 8

PREPARED MATERIAL

LISTS OF RESOURCES

List of Additional Material and Material used in Class

Material used in class:

SAPA Science Material - Kit A
Distar I- -Language
Distar I- -Math
Distar I- -Reading
Peabody Language Development Level I and II
Marianne Frostig - Development of Visual Perception
KELP Learning Kit- -McGraw-Hill
Developing Learning Readiness- -McGraw-Hill
NCW Associate- -Body Management Activities
Belgau, Frank- -Motor Learning Activities
Rhymes for Figures and Fannelboards- -McGraw-Hill
Talking Time- -McGraw-Hill
Learning Time with Language Experience for Young Children- -McGraw-Hill
Trampoline, Balance beam, Jump ropes, Bean bags, Individual pegboard and pegs, Puzzles, Parquetry blocks and patterns, Square blocks and patterns, Clay.
Any additional material that would usually be found in a primary classroom

Assessment materials:

Bender-Gestalt Designs
Peabody Picture Vocabulary Test
Frostig Test of Visual Perception
Apell Test (Assessment program of Early Learning Levels)
Above test used pre and post with all participants.
Other individual tests as needed.

Material used with parent groups:

Resource material with Distar.
Engelmann's "Give Your Child a Superior Mind."
Ginott, "Between Parent and Child."
Patterson, "Living with Children."
Harris, "I'm O.K. - You're O.K."

Copies of the following materials are available:

Social Living Units
Perceptual Motor Materials
Suggestions for Music Activities to improve body rhythm
Progress Report Form
Form letter to parents

Staff Resource Books

DeHirsch, Katrina, Jeannette Jansky and William Langford. *Predicting Reading Failure.* New York: Harper and Row, 1966

Englemann, Siegfried. *Preventing Failure in the Primary Grades.* Chicago, Ill: SRA, 1969.

Englemann, Siegfried. *Teaching Disadvantaged Children in the Pre-School.* Englewood Cliffs, N.J.: Prentice Hall, 1966.

Englemann, Siegfried. *Give Your Child a Superior Mind.* New York: Simon & Schuster, 1966

Glasser, William. *Reality Therapy A New Approach to Psychiatry.* New York: Harper & Row, 1965

Glasser, William. *Schools Without Failure.* New York: Harper & Row, 1965

Harris, Thomas A. *I'm OK, You're OK*. New York: Harper & Row, 1969

Kephart, Newell. *The Slow-Learner in the Classroom*. Second edition. Columbus, Ohio: Charles E. Merrill, Publishing Co. 1971

Koppitz, Elizabeth. *The Bender Gestalt Test for Young Children*. New York: Grune & Stratton, Inc., 1964

Scott, Louise Binder, *Learning Time With Language Experiences*. St. Louis: McGraw-Hill

Scott and Thompson. *Talking Time*, St. Louis: McGraw-Hill, 1966

Scott and Thompson. and others. *Rhymes for Fingers and Flannel Boards*. St. Louis: McGraw-Hill, 1960

Cruickshank, William. *The Brain Injured Child in Home, School, and Community*.

Delacato, Carl.

Kronick, Doris. *Learning Disabilities*. Chicago: Developmental Learning Materials, 1969

SECTION 9

CHARACTERISTICS OF 5 YEAR OLDS

AS A RATIONALE FOR

THIS PROJECT

I Developmental Phase

Children bring a wide variety of experiences, many interests, and varied stages of maturity to the kindergarten. Each child has his own physical, emotional, and mental growth patterns which are respected and developed through the use of enriching materials and experience. The pre-school program provides experience compatible with each child's level of maturity and rate of growth. In order to design an appropriate program, it is important to understand some developmental principles that lead to designing or optaining curriculum materials suitable to children's needs.

A. Characteristics of five-year-olds.

Living is learning and growing is learning. To understand human development, one must understand some basic principals of learning and growth as the human individual learns his way through life.

"Boys and girls have an all-consuming task to accomplish, that of growing to maturity. Towards this goal they are continually impelled by built-in urges and their whole personalities are thrown into the achievement of this fascinating and absorbing job."[9]

The child is developing in all areas, all at the same time. To understand the child more thoroughly and to plan the curriculum better, one must examine the basic learning needs of children and become familiar with the developmental tasks facing boys and girls at their various ages.

"The tasks the individual must learn- - *The developmental tasks* of life- -are those things that constitute healthy and satisfactory growth in our society. They are the things a person must learn if he is to be judged and to judge himself to be a reasonably happy and successful person. *A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.*"[10]

Developmental tasks arise from physical maturation, the cultural pressure of society, and from the personal values and aims of the individual.

"There are two reasons why the concept of developmental tasks is useful to educators. First, it helps in discovering and starting the purposes of education in the schools. Education may be conceived as the effort of the society, through the school, to help the individual achieve certain of his developmental tasks.

"The second use of the concept is in the timing of educational efforts. When the body is ripe, and society requires, and the self is ready to achieve a certain task, the teachable moment has come. Efforts at teaching which would have been largely wasted if they had come earlier, give gratifying results when they come at the *teachable moment*, when the task should be learned. For example, the best time to teach reading, the care of children, and the adjustment to retirement from one's job can be discovered by studying human development, and finding out when conditions are most favorable for learning these tasks." (3) Havighurst, op cit. p. 5)

"Eight developmental tasks to be completed in early childhood have been identified. Five-year-olds or kindergarten children are at the upper level of early childhood development but will have reached varying degrees of attainment of any given task.

DEVELOPMENTAL TASKS OF EARLY CHILDHOOD

1. Learning locomotion

   This implies:

   - The bones, muscles and nerves of legs and trunk have developed to the point where the child can walk, run, jump, and skip.
   - -Children accomplish these tasks at varying stages of development.
   - -Some boys and girls have difficulty in attaining skills in some of the locomotive tasks.

[9] Teaching Oregon's Children. Handbook for Elementary Teachers. Salem, Oregon: State Department of Education, 1957, p. 25

[10] Havighurst, Robert J. Developmental Tasks and Education. New York: David McKay Company, Inc. 1952. p 2.

[11] Ibid. p.5

What can be done:

- --Provide opportunities for running, jumping, and skipping.
- --Recognize individual differences.
- --Give attention to the child having difficulty with the task.
- --Encourage a physical checkup for children who lag in physical development.

2. Learning to take solid food

This implies:

- --Dentition has developed to the point where children can handle solid food.
- --They will look upon new foods with some disfavor.
- --They may have built up some unfavorable eating habits.

What can be done:

- --Encourage attention to care of teeth, cleaning teeth daily, and making regular visits to the dentist.
- --Anticipate new foods to be served and prepare children for them.
- --Establish the habits of a "tiny try" of all new foods and a clean plate.
- --Make a point of small servings and returns for refills.

3. Learning to talk

This implies

- --Children learn to associate certain sounds with certain situations.
- --Children learn sounds and words by hearing them from others.
- --They build up faulty speech habits because they imitate others.
- --Difficult sound combinations are omitted, resulting in baby talk.
- --Children make many errors in the use of English.
- --Children accumulate vocabularies rapidly once they start to talk.
- --They understand about 20,000 words at six years of age.

What can be done:

- --Encourage much communication through talking.
- --Provide experiences that interest children to the point where they seek information.
- --Provide many opportunities for children to share books and listen to stories.
- --Provide a room climate that encourages communication among children.
- --Correct grammatical errors and provide practice of correct form.
- --Train both ear and tongue to be sensitive to shades of sound and tones.

4. Learning sex differences and sexual modesty

This implies

- --Children early learn behavior differences between sexes.
- --They soon learn that adults attach great importance to sexual differences.

What can be done

- --Provide opportunities for boys and girls to play together.
- --3Answer questions about sex as unemotionally as about other subjects.
- --Give children straightforward answers within their abilities to understand.

5. Achieving physiological stability

This implies

- --Most of the mechanisms that keep the body stable are not functioning effectively during the first five years of life. The salt and sugar content of blood, water content of body, and the heart and basal metabolic rate are changed by relatively small variation in the environment.
- --Achieving physiological stability is the only purely biological task of the series.

What can be done

- --Make school environment as free from tensions as possible.
- --Provide frequent rest periods.
- --Recognize signs of illness.
- --Make children acquainted with school facilities.
- --Accept calmly occasional relapses to babyhood habits.

6. Forming simple concepts of social and physica reality
   This implies
   - -Children begin to make generalizations early.
   - -Children's nervous systems must develop to a certain complexity before concepts can be formed through generalizations.
   What can be done
   - -Provide experiences that require a degree of abstract thinking.
   - -Encourage children to form a number of concepts and to name them.
7. Learning to relate oneself emotionally to parents, brothers, sisters, and others.
   This implies
   - -A child learns to share with others.
   - -He identifies himself with others in imitation of parents, brothers, sisters, and friends.
   What can be done:
   - -Arrange environment so identification with others is possible through play.
   - -Make those relationships with others as pleasurable as possible.
   - -Encourage children to learn to share and to take turns.
8. Developing a conscience-ability to make acceptable decisions
   This implies
   - -Boys and girls learn to give consent to concepts of right and wrong.
   - -They learn to react to voices of people in authority as to what is acceptable behavior.
   - -They learn to set some standards for themselves.
   What can be done
   - -Provide many opportunities for children to make choices and decisions.
   - -Assist children to find satisfaction in situations that develop high moral character.[12]

As a part of these developmental tasks, the five year old may show the following growth and development characteristics.

- -Muscular development is uneven and incomplete. It is confined largely to large muscles. Skill in the use of arms, legs, and the trunk is developing. The small muscles of the hands and fingers are not so fully developed as are the large muscles.
- -The eyeballs are still increasing in size and the child is apt to be farsighted.
- -Both locomotor and manipulative play are enjoyed. The skill of other children is recognized.
- -Handedness has been established and should not be changed.
- -The physical development of girls is usually about a year ahead of the physical development of boys.
- -Skeletal growth in general is slow but legs are lengthening rapidly.
- -Because of an increased number of contacts outside the home the child is susceptible to infectious diseases, especially respiratory infections.
- -The heart is growing rapidly and children should be protected from strain during convalescence from desease. At least eleven hours of sleep is needed during each twenty-four hour period.
- -Desirable habits of eating, sleeping, and elimination are fairly well established but the child may need occasional help in dressing.
- -Social relationships are expanding. Cooperative imaginative play is enjoyed. Boys' and girls' interests are similar and they play well together.
- -The child is becoming self-dependent and can abide by safety precautions and perform simple duties especially if the reasons for them are explained to him.
- -The child is self-centered and has a growing desire to make his own decisions. He is beginning to be capable of self-criticism.
- -A sense of property rights is developing.
- -The child is not critical toward other children or toward adults.

[12] Teaching Oregon's Children. Handbook for Elementary Teachers. Salem, Oregon: State Department of Education, 1957, p. 26-28

- -The child is very imaginative and has a limited understanding of reality and the difference between fantasy and reality.
- -Sometimes a child may show off but at other times be extremely shy.
- -In certain activities the attention span may be long, while it is only momentary in others.
- -Laughter is a frequent form of communication.
- -The child may be impulsive and quick to act.
- -Fatigue may be indicated by a display of crossness or by withdrawal from play.
- -Boys are more quarrelsome than girls.
- -The child may be energetic and restless, noisy and vigorous.[13]

SECTION 10

FUNDING PLAN

TO

IMPLEMENT PROJECT

PROPOSED BUDGET SUMMARY, OR
EXPENDITURE REPORT OF FEDERAL FUNDS
ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, P.L. 89-10, as amended

Name and Address of Local Agency
School District #6
451 North Second Street
Central Point, Oregon 97501

Funds for Special Education Programs for Handicapped Children $ 85,300.

PROJECT NUMBER 15-006-201-0 BUDGET PERIOD: Begin 8/1/72 End 7/31/73

Check One
☒ Proposed Budget Summary ☐ Estimated Expenditure Report ☐ Final Expenditure Report

EXPENDITURE ACCOUNTS FUNCTIONAL CLASSIFICATION	ACCT. NO.	EXPENSE CLASSIFICATION: SALARIES PROFESSIONAL	SALARIES NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	CAPITAL OUTLAY	OTHER EXPENSES	TOTAL EXPENDITURES
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Administration	100	900			500		X	500	1,900
2. Instruction	200	40,700.	15,600.	3,600.	7,000.	2,000.	X		68,900
3. Attendance Services	300						X		
4. Health Services	400	400.					X		400.
5. Pupil Transp. Serv.	500						X		
6. Operation of Plant	600						X		
7. Maint. of Plant	700						X		
8. Fixed Charges (Except 854)	800	5,900.	2,200.				X		8,100.
9. Rental of Facilities	854						X	6,000.	6,000.
10. Food Services	900						X		
11. Student Body Activ.	1000						X		
12. Community Services	1100						X		
13. Capital Outlay (Equipment only)	1278	X	X	X	X	X		X	
14. Total		47,900.	17,800.	3,600.	7,500	2,000.		6,500.	85,300.
15. Negotiated Budget									
16. Unexpended Balance of Funds Authorized for Expenditures; Total of Line 15 minus Total of Line 14									

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.

C. A. Meyer Superintendent-Clerk March 22, 1972
(Signature of Person Authorized to Receive Grant) (Date)

FINAL EVALUATION & PROJECT REVISIONS

a. Objective by 3rd Party Project Auditor
b. Subjective Evaluation
c. Project Revisions Following First Year Evaluation
d. Modified Title III Work Calendar

FINAL EVALUATION & PROJECT REVISIONS

Evaluation of the project:

Outside evaluation.

The following conclusions are quoted from the final evaluation report written by Dr. Mark Greene from the NWREL. Information about the availability of the complete report may be obtained from the project director.

"Based upon the results presented in the present document, the following conclusions appear warrented:

1. The Project was very ably planned and managed during its initial year. The attainment of the *vast majority* of the management and training objectives supports this conclusion. It was very clear that the staff anticipated the managerial and training needs of the Project and that they acted effectively to fulfill those needs. It is interesting to note that the very success of the staff training may ultimately present a problem to the Project; that is, the teachers and aides have received such high quality training that neighboring districts may be desirous of their services.
2. The Project also benefited this year from a well defined instructional process. The academic fare provided children in each of the seven sites was basicaliy the same. There is, then, a strong basis for the supposition that the curiculum developed within the present Project can be enacted in other locations.
3. The evaluation/documentation effort for the present year's Project was quite commendable. Based upon the documentation effort for the first year of the Project, there should be little difficulty in writing and assembling a Project Operation Manual.
4. Based upon the attainment thus far exhibited by the students, the Project may be considered both successful and unsuccessful. On the one hand, it is clear that 80% of the students did not attain two of the four instructional objectives; on the other hand, however, statistically significant gains were demonstrated by students in three of the objectives while the fourth was clearly attained. Additionally, it should be noted that the Project children were specifically selected by virtue of their low initial scores. Furthermore, the projected growth for the students over 20-week period was quite high (i.e., 1½ years M.A. on the Peabody). Thus, the finding of significant academic gains is really very encouraging, especially when one considers the relatively short duration of the instructional phase."[14]

Subjective evaluation- -comments by the project coordinator.

At the end of the first year there are many reasons to be optimistic about the project. Most important to the success of the program thus far has been the enthusiasm, eagerness, and effectiveness of the staff. Students and parents alike have responded positively to the program because of the staff.

The curriculum used has been very effective. The progress of individual students in all areas is readily observable to the occasional visitor. Parents have made many comments about the increased vocabulary and improvement of skill in other areas shown by their children.

Probably it is easiest to observe progress in the DISTAR arithmetic area; students have moved from simple counting objects to understanding equality and solving equations. The DISTAR language material has been very effective with the children with the most lag in the language area. The Peabody language materials were used effectively in conjunction with the DISTAR material.

The activities in the P.E. program and the visual motor coordination activities have been very important in improving the children's physical skills.

[14] Greene, Mark. Helping Eliminate Early Learning Disabilities, Final Evaluation Report. Portland, Oregon: NWREL, 1972 p. 60 - 61.

Many of the children with a low mental age on the Peabody at the beginning of the Project made the anticipated mental age growth goal of the project. The staff was disappointed in lack of growth or drop in mental age of those who scored higher at the beginning of the project. The feeling of the staff is that a contributory factor to this problem was that the language program did not move fast enough for these children. An attempt will be made to improve the language program for these children.

Problems experienced in the project were minimal. Two aides left before the close of the project, but provisions were made for on the job training for their replacements. One teacher left the project at the end of the year for a full-time job. Perhaps the major difficulty was to maintain communication with a staff spread over many miles, but again this was a minimal difficulty.

The staff will spend a large block of time at the beginning of the second year of the project to plan and effect program modifications.

Program Revisions and Modifications at Beginning of Second Year

EXPANDED SUPERVISION

One of the major hopes of any such federally funded project as HEELD is that the LEA[15] will assume the operating costs after the funding period. With this in mind, the PMT began to move in this direction. For the second year of the project, the staff administrator was dropped from the PMT. Each elementary school principal assumed the responsibility of supervising and evaluating the teacher and aide who served in his school attendance area. This teaching team was considered a part of his building staff. Also, it is assumed that the district will assist in furnishing transportation for planned field trips. Each building principal will also assume the responsibility of providing necessary furniture for the sites.

FLEXABILITY IN EMPLOYMENT

Due to the loss of one teacher it was necessary to fill a vacancy. Since this one teacher left the project for a full-time job in a similar program, it was felt that it would be important to offer an opportunity for full-time employment to an existing staff member. This also seemed a positive step for providing for continuity of the project by using morning and afternoon classes. Consequently, for the second year of the project, one teacher will teach two classes using a different aide for each session.

PROGRAM MANAGEMENT TEAM

The project director and the coordinator continued to serve as the PMT to provide inservice for the staff and assist with project development and refinement both at the beginning of the project year and at periodic staff meetings. The project coordinator continued to be responsible for curriculum supervision, assistance with individual students, and close project monitoring.

CURRICULAR AND INSTRUCTIONAL MODIFICATIONS

It was possible during year two of the project to include a music teacher who visited the classes on a regular basis. She planned her lessons around the language, physical education, and visual-motor coordination needs of the children, thereby increasing the language and rhythmic activities of the children.

The time line for the second year of the project was changed to provide an earlier beginning for classes and an elimination of the summer program. The summer school provided valuable experiences for those students participating. They were given the opportunity to ride buses to and from classes, and to be a part of a large school situation. They also learned to be responsible to more than one teacher, and to a larger social group. However, about 20% of the

[15] Local Educational Agency

children did not attend summer school, and attendance of those who did was erratic. It was felt that money could be spent more effectively by providing more experiences for the greater number of children through a longer program during the regular school year. Therefore the second year dates were moved up to begin screening during September, with the in-site phase beginning in November.

At the present time specific plans are still being made for in-service and further project development. Major in-service activities will include further training in use of DISTAR materials (reading specifically); P.E. activities with the assistance of the P.E. coordinator; music activities; classroom discipline and behavior management; Glasser class meetings; and discussion of evaluation changes and record keeping.

Critical among other project curriculum development will be further planning in the language area to up grade instruction for the more advanced students. Social living unit outlines will be refined. Specific program modifications will be available at a later date through an appendix to this publication.

RECRUITING OF PUPILS

At the close of the first year a form was sent home with all children enrolled in the district, requesting the names of five year olds for the second project year.

Since school census lists were no longer available, new ways of surveying the population had to be found. The water department in the city of Central Point cooperated by allowing a letter to be inserted with the August water bill, consequently reaching all those who had water connections. The same letter was mailed to all rural route boxes in the Central Point-Gold Hill area and to all box holders in the Gold Hill area post office. Later in August and ad was run for two days in the local paper and a publicity article appeared. Later, public service announcements were made over local radio and television stations, and home visits were begun Aug. 23 with approximately 200 potential participants listed.

MODIFIED TITLE III WORK-CALENDAR
for
SECOND YEAR OF PROJECT

Year Begins- Sept. 5, 1972- -Ends- June 15th, 1973.

PHASE I

Inservice, home visits, testing, pupil selection

Sept. 5. . . . . .Nov. 17th . . . . . 53 days

PHASE II

Instruction

Nov. 27- -Dec. 19 . . . . . 18 days
January 3- -June 8 . . . . . 107 days
June 11- -15th (Finish up) . . . . . 5 days
Holidays 7

Total Contract Work Year 190 days
Total Days Scheduled 189 days

Days of Instruction	124
Inservice visiting-testing, etc.	58
Holidays	7
	189

Jean Nelson starts visitation Aug. 23/72.
Student Selection by 10/1/72.

Mourouzis, Ann, and others. *Body Management Activities - A Guide to Perceptual Motor Training.*
Cedar Rapids, Iowa: MWZ Associates, 1970

Valett, Robert. *The Remediation of Learning Disabilities.* Palo Alto, California: Fearon Publishers, 1967

Belgall, Frank. *A Motor Perceptual Developmental Handbook of Activities.* LaPorte, Texas: Research Associates, 1967

Delacato, Carl. *A New Start for the Child with Reading Problems.* New York: David McKay Co., Inc. 1970

Koppitz, Elizabeth. *The Bender Gestalt Test For Young Children.* New York: Grune and Stratton, Inc. 1964

Nine Weeks Conference

Pupil's Name _____

Social Habits

1. Gets along well with others ..... (Courtesy, Responsibility)
2. Shares willingly with others .....
3. Follows class rules .....

Physical Education

1. Balance beam:
   - A. Walks sideways .....
   - B. Walks forward .....
   - C. Walks backward .....
   - D. Picks up objects from .....
   - E. Plays catch .....
2. Skips .....
3. Hops:
   - A. With right foot .....
   - B. With left foot .....
4. One leg stand (10 seconds)
   - A. Right foot .....
   - B. Left foot .....
5. Rope jumping .....
6. Ball handling .....
   - A. Throws .....
   - B. Catches .....
   - C. Bounces .....
7. Coloring .....
8. Uses pencil correctly .....
9. Uses scissors correctly
10. Pasting .....
11. Assembles puzzles .....
12. Knowledge of rightness and leftness (directions) .....

Attendance:

Days Present _____

Days Absent _____

Times Tardy _____

Key: X = Mastery
/ = In Progress
O = Not Introduced As Yet

Language and Pre-reading

1. Is a good listener .....
2. Follows directions .....
3. Writes name correctly, I to r .....
4. Distar Language:
   - A. Says the whole thing .....
   - B. Usage of plurals .....
   - C. Usage of the "not" statement .....
   - D. Usage of action statements .....
   - E. Usage of prepositions .....
   - F. Other skills taught (list)
5. Frostig Skills:
   - A. Form Constancy .....
   - B. Figure-Ground .....
   - C. Visual-Motor .....
   - D. Position in Space .....
   - E. Spatial Relationships .....
   - F. Other Frostig skills taught (list)
6. Distar Reading I .....

Arithmetic

1. Can count correctly to .....
2. Can count objects to at least .....
3. Recognizes numerals .....
4. Writes numerals .....
5. Understands "plus" .....
6. Understands equality .....
7. Performs simple addition .....
8. Performs simple subtraction .....

Science _____

(list concepts) _____

Social living _____

(list units) _____

Parent's Signature _____

Teacher's Signature _____

PUBLIC SCHOOL DISTRICT NO. 6
CENTRAL POINT, GOLD HILL, SAMS VALLEY
OREGON

REPORT OF PUPIL PROGRESS
in the
PRE-SCHOOL HEELD* PROGRAM
April, 1972

Dear Parent:

This "report card" has been prepared to give you a record of the parent-teacher conference held to report the progress of your child in the HEELD* individual pupil progress cannot readily be reduced to symbols on paper. We trust that your meeting with the teacher has given you a much more complete picture of your childs achievement and a chance to ask questions of special interest to you.

We wish to thank you for attending this conference and we hope that you will continue to conference with your child's teacher whenever you have a question. And thank you for sharing your child with us.

Sincerely,

William B. Brewster
Project Director, HEELD*

Child_____ Teacher_____

*Helping Eliminate Early Learning Disabilities
Funded under Title III, ESEA

Teachers Comments

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Name	Birth-date	Tel.	Additional information on back
Large muscle difficulty (running, jumprope, balance)	Distra Reading Lesson	Language Math	Inconsistant attendance
Small muscle difficulty (cutting, coloring, pasting)	Begin September		Health problem
Difficulty discriminating different (color, form. shape, size)	Circle Sounds learned; (m a s e f d r i th c o n t a h u g l w sh l k o v p ch e b ing i y er j x oo y wh z cu u		Inconsistent in performance
Attention focused on irrelevent detail			Difficulty in sound discrimination
Frequently loses place on work page			Difficulty identifying rhymes

Difficulty with jigsaw puzzles	Difficulty making or copying forms	Inconsistant hand preference	Directionality con-fusion (near-far, etc.)	Difficulty in sequencing	Misjudges distance in work and play	Difficulty focusing on one task	Hyperactive	Overly agressive	Withdrawn	Exaggerated emo-tional responses	Cannot follow verbal directions	Difficulty expressing thoughts	Difficulty repeating verbal sequences	Not accepted by peers

DIRECTIONS FOR MARKING

If an item does not pertain to the child please cut out the corresponding notch on the dotted line. Information such as medication, parent cooperation, etc. can be placed on this side of card.

DISTRICT 6 PRIMARY DIAGNOSIS AND PRESCRIPTION CARD